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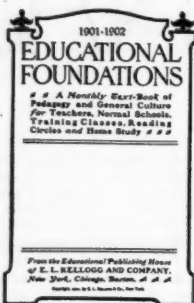
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September.—Aims and Purposes of Education.

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February.—Child Study Plans for Teachers.

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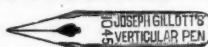


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Educational Lessons of the Paris Exposition.

By Anna Tolman Smith, Bureau of Education.

Member of the International Jury on Primary Education, Paris Exposition, 1900.



THE education section of the Paris Exposition was crowded with material, but in the midst of it one seemed to be moving in a world of ideas, æsthetic, educational, and national. These ideas were not separately expressed, but, as it were, pervaded the exhibits. The first arose from the disposition of the material and the decorative schemes employed. Here the United States achieved a signal triumph. Says Dr. Compayré, "Nothing has been neglected which could give the school exhibit of the United States the impressiveness that it merited." He notes the "coquettish" installation, the "light and graceful façade," whose exterior panels presented imposing views of the Massachusetts Institute of Technology.

It was, however, educational and national ideas as expressed by the material that affected the judgments of the jury on elementary education, and it is from the standpoint of this body that I shall consider my subject.

It was naturally presumed that the educational element would outweigh all others with the jury and one who knew its personnel could easily anticipate the critical and comprehensive nature of its examinations. Of the twenty-three members, fifteen were French, and with few exceptions experts identified with the service of public instruction. Their solid majority gave great importance to their points of view and their standards. I hasten to add that considered as a company of experts the jury was saved from narrowness by the philosophic spirit of M. Buisson, who, of all the school men in France, best comprehends the educative value of the ideal, by the unbiased judgment of the English members, and by the broad sympathies of the Russian.

In a week of preliminary examinations, before the jury meetings began, my attention was drawn naturally to the exhibits of France, Great Britain, and the United States. They typified in a striking manner, altho in varying degrees, the two principles which control all school work, life and system. In the French section one felt the excess of system; in the English section the living principle was obscured by the lack of system; in the United States, system appeared merely as the expression of life. These were not superficial distinctions, they ran thru all the material and gave to each exhibit its national stamp. Other nations also revealed something of their peculiar quality thru the exhibits, but to a less marked degree than the three named. Hence these made the deepest impression and furnished the measure for the others.

The American exhibit was the most novel; it was this in a double sense. It showed to Europeans ideals totally unlike their own and revealed school work unlike anything ever before put on exhibition under that head. The excess of novelties of the second kind raised a momentary apprehension that the more conspicuous features of our exhibit might obscure what was of deeper import. Pictorial representations, which were lavishly employed, give an adequate idea of school buildings and equipments, and a vivid sense of school life and activ-

ities; but on the other hand, only subordinate exercises, as manual training, physical culture, or the inferior processes of training that relate to the sensuous view of things, can be presented by this means. So, too, it must be said of detached, specimen exercises, which also formed an important feature of our exhibit, that, however excellent in themselves, they are mere fragmentary hints of little value, unless their rationale is shown by a systematic process of which they are a part.

The winged frames or flying albums proved a happy device for exhibiting specimen exercises and by themselves were adequate for very complete presentation of the kindergarten, in which formal instruction has no part. The fundamental difference between it and the French infant school (*ecole maternelle*) could be seen at a glance. The kindergarten claims the whole being and leads to spiritual harmony and freedom thru the social and artistic impulses; the infant school is kindly in spirit but in too great haste to fit the child for practical life, and thus unconsciously, as it were, begins with the infant the narrowing work of specialized training. The difference was seized at once by the French jurors and one member was commissioned by the director of primary instruction to make a special report on this part of our exhibit with a view to modifications in the infant schools.

As we advanced beyond the kindergarten the album exhibits became less and less adequate to satisfy the very inquiry which they raised. For example, the specimen exercises showing the efforts of primary pupils at correlating subjects, as number work with drawing and language, were greatly appreciated as a means of exciting the interest of children and even of correcting the effects of excessive formality in teaching. But the suggestion that they promoted either the mastery of subjects or the synthetic activity of mind only excited a desire to see our mode of dealing with a subject in its entirety. This necessitated examination of the volumes of pupils' exercises showing the development of subjects from grade to grade of the school life. Efforts at correlation were noticeable in higher grade work, but it did not appear that the principle had been consistently developed or forcefully applied in the more advanced work. On the whole this particular class of exercises left, I think, the impression of an ingenious device rather than of a fruitful principle and did not weaken the confidence of the French members in that more formal and analytic training of which they are past masters.

We showed a goodly amount of scrap-book work, especially in geography, which brought together miscellaneous information, biographical, commercial, historical, literary, centered around the particular locality that formed the subject of the exercise. This indicated, doubtless, a great deal of independent effort on the part of pupils, but it was in striking contrast with the more scientific treatment of the subject pursued in many foreign schools. The French, for example, usually begin geography by attention to a small circle of local features and advance by a sort of spiral process thru a wider

circle of observations to formative processes, embracing at last the resulting conditions in the communities and activities of civilized life.

When I heard a half whispered discussion to the effect that the scrap-book work was too *morcele*, I had the satisfaction of showing systematized courses in this subject which, if they did not roam so far as the scrap-book work, penetrated to the deeper unities of nature and humanity. I thought the French paid too much attention to local details, cultivating observation at the expense of imagination. Our teaching, I should say, is more stimulating in the latter respect, and certainly imagination plays a great part in the mastery of all science.

The exhibits of the United States and of France were distinguished above all others in that they showed systematic methods as well as results of instruction; the great aim in French teaching is the logical treatment of the subject. This was evident from the innumerable theses exhibited by the normal schools and by primary school teachers, discussing and illustrating the mode of unfolding a proposition or a lesson.

The general notion of method is impressed upon the normal students by the very nature of their own instruction. Their teachers are specialists who have mastered their subjects and have the French genius for formal and lucid presentations. The normal students imitate these living models and from them the notion of form passes on to the children in the primary schools, whose exercises reflect with amazing precision the order and finish of the original lesson.

Our work, on the contrary, showed an unmistakable regard for the psychologic state or the order of mental growth. Hence our great advantage in dealing with the beginnings of knowledge that relate themselves particularly to sense impressions; as ascent is made to the stage of pure mentality or ideation, at which the mind develops thru its reflective activity, a degree of uncertainty both in method and aim was noticeable in our work. It is much easier to detect this in comparing exercises performed by pupils of the same age in different countries than to give set proofs of weakness in these respects or to indicate the whence and how of the weakness. It seemed as if in our efforts to excite the free activity of the child and to save him from slavish dependence upon authority we were losing faith in that long seed time during which mere knowledge, as such, comes to fruition thru the mind's appropriation of it. I felt this after looking over some of the literature work of grammar grades in which children struggled to give formal expression to their ideas on some masterpiece which they had studied. The apparent intention in such cases had been to draw out from the children the reflections or feelings which the work had excited in them. They were not repeating the words of a book. It was none the less evident, however, that the ideas were chiefly second hand. They were only less admirably expressed than if memorized, in the words of a literary critic, after the manner of innumerable bits of choice criticism faithfully reduced in the French exercise books. To find the true measure of juvenile power in this respect one had only to cross to the English section where essays on Tennyson could be seen marked by the brevity and the crudity which stamp the production of a mind in its early teens as unmistakably its own. I fancied too that the delusion of spontaneity was being fostered by the device of oral instruction, and that an extravagant regard for interest had led to amateur and capricious methods of dealing with subjects.

The abundance of class work exhibited and the printed programs and reports made it possible for the jury to grasp the true spirit of our instruction. Those who judged only by the more graphic modes of exhibition gained only a superficial view. This is evident from the general tenor of their reflections. Says Dr. Compayré, "What strikes us in looking over the work of the pupils is the predominance of concrete over abstract subjects;" and again, "What strikes me as particularly excellent

in elementary instruction in the United States is manual dexterity as shown in penmanship and drawing." "The great object of American schools," says an English observer, "appears to be the training of hand and eye." These and other similar opinions that might be quoted show an utter failure to comprehend the distinctive character of the public schools of our country. They have aimed above all things at intellectual freedom and it is their glory that they have developed in average people the power of abstract thought and raised them to the intellectual plane where things and events appear in their proper subordination to principles and ideas. Herein also appears the fundamental distinction between our own schools and the primary schools of France. We may learn from the latter many lessons of method, we may gain from them useful hints in the endeavor to secure a higher average of measurable results from all the schools of the country, but as regards the great purpose of primary or popular education our convictions are their tantalizing dreams.

The English exhibit showed little either of system or method, but for this reason it was the more typical. It emphasized a saying of Michael Sadler that "Almost every school in England is a type by itself, the embodiment of an idea which, to be understood, must be studied in its genesis." This is especially true of the secondary schools or colleges, which are generally meant when English national education is discussed, but it is true to a degree also of the public elementary schools. Under this head also were grouped infant exercises and advanced work in algebra and geometry, in Latin and French from the higher grade board schools of London, Birmingham, and other cities, which by a legal evasion are elementary, though engaged on secondary subjects. When I asked for examples of the best methods in elementary education, the English director showed me exercises from private schools which prepare boys for colleges, like Eton and Harrow, and which were classified with them.

The English exhibit was marked also by the absence of typical methods, that is methods of instruction reflected in the work of pupils. Even the art work of English schools has lost that uniform character which once betrayed the overshadowing influence of South Kensington. In England, as in the United States, there is a return to nature for models and motives, altho this movement in England has not entirely supplanted the conventionalized art nor has it yet attained the unity of idea and procedure noticeable in our own art training. I saw excellent work in every branch of study from English schools, and I saw honest poor work of a kind that may be found in other countries but which was not shown at Paris. But seldom did the work convey any hint of the method by which the subject had been unfolded.

In this general absence of pedagogical uniformity the one common characteristic of all the English school work, good and mediocre, stood out in bold relief. The stress of English training falls upon the will. The work from the Scotch schools appeared to be more uniform than that from the English, but it was not the French uniformity. It bore the English stamp of sturdy independence. This came to me with peculiar force, for I recognized in it a striking likeness to the efforts of my own old school days in New England. The new education has a richer content and a more liberal spirit, but the old struck, with unerring judgment, the central truth of human nature, that will is power;—that truth England re-echoes to-day.

Notwithstanding the close examination of the educational features of the exhibits, it soon appeared that the jury would give greater weight to national considerations. This was implied by the choice for president of an accomplished diplomat like M. Bourgeois. Twice minister of education at critical periods in the recent history of France, and her representative in various foreign services, notably at The Hague conference, he well understood how to preserve the balance between contend-

ing interests. The jury rules required that a foreigner should fill the vice-presidency, but the choice of an Englishman for the position was a stroke of diplomacy. What stronger proof of international candor and universal good-will was possible under the circumstances?

There are, however, other than diplomatic reasons for giving weight to national considerations in such a case. Every nation has aims and conditions peculiar to itself, and its schools should be judged in relation to these rather than in comparison with those of other countries. Feeble efforts at popular education in countries like Italy, Portugal, and Russia, where the idea is little more than a patriotic hope, may properly be rated, as they were, above their intrinsic value.

The key-note of national enthusiasm was struck in the first foreign exhibit that we visited, the Hungarian, where M. Béle Bjváry explained in glowing terms the growth of the national influence in primary education. Signs of national initiative were apparent also in certain departures from French models, for example in the freer spirit of the Hungarian infant school and the admission of girls to classical studies. It was in the large national perspective that the anomalies of French public education became intelligible.

The word primary in the French use characterizes an entire system of education intended for the common people. It is thoroly permeated with the industrial idea, bound hard and fast to the particular and the limited. Across the corridor was the display of the culture schools, the lycees and the universities for the directive and professional classes. These schools aim at intellectual detachment from the immediate. They lift man to the sense of his ideal self by unfolding before him the grand spectacle of human history and human achievements. It was apparently a puzzling contradiction in a republic that, by an inscription on every school house, proclaims liberty, equality, and fraternity, a grand community of ideas, as the end of national education. But viewed in the great movement of French history the primary system with all its limitation is seen to be a necessary stage in the progress of the Republic. By a singular neglect Napoleon omitted primary education from his imperial university. Hence the Republic found here a free field for the exercise of its authority. Moreover, it came into existence when the scientific impulse had turned attention from speculative theories of man's nature and destiny to the immediate facts of his being and conditions. The leaders in the educational work were imbued with the Revolutionary doctrines. They believed in individual rights, they dreamed of the return to nature, but these doctrines had assumed with them an aspect unknown to Rousseau and the eighteenth century. They no longer contemplated the individual merely as such, but as the unit of a social order, and inextricably involved therein. Moreover, the leaders in education were practical men facing an actual situation. Upon them was placed the responsibility of getting the children of the people into the schools which the government had lavishly supplied. In their endeavor to break up the church control of education they appealed to the industrial classes by their desire for material good.

Thus the prevailing philosophy and an urgent necessity combined to make the primary schools of France positive and practical. All the teaching has this character; it is positive but in the scientific rather than in the dogmatic sense and practical not in the large sense of making the most of the individual, but in the sense of giving him an intelligent view of his surroundings and skill in their use.

But a change is taking place in the spirit of the French primary school. An immense impetus has recently been given to moral and civic instruction.

These subjects were indeed placed at the head of the program in 1882, but for a long time they found only formal recognition. Suddenly they have become the central subjects. Everything else is subordinated to them or permeated by them. They are not to be taught

in a cold didactic spirit but in a manner to excite the imagination and the heart. In the official instruction the teacher is urged to inspire in the child the same regard for the notion of God as is excited when it is brought to his mind under the different forms of religion. "Teach the child," says the ministerial circular, "that the sincerest form of homage to the Divine is obedience to the laws of God as they are revealed to his conscience and to his reason." Thus the ideal self is exalted above the material self. Insensibly, too, the teacher is drawn to a fuller appreciation of the child's nature; for to children, the ethical, the ideal in all its aspects is much nearer than the material and the industrial. The child's mind is not scientific in its action but philosophic in a naïve sense of the word, and the school is most effective when it approaches him thru his innate sympathies.

Along with this subtle transformation in the spirit of French primary education there is manifest a renewed desire to unify the primary and secondary systems. The hopelessness of previous efforts in this direction arouses the opposing views of education embodied in the two systems, but in proportion as primary education becomes more internal in its purposes, so it relates itself more and more to the ideal possibilities of human nature and the obstacle to this union diminishes.

This reaction against the lower utilitarian type of primary school is a striking lesson for us at this moment. It refutes by the cold logic of fact the notion that the best school for a free people is the school that forces their thoughts forever in the industrial groove, or in the narrow circle of immediate interests.

It was as a revelation of national ideals that the education exhibit of the United States made the most profound impression. The limitations of space had favored us, forced to be typical instead of elaborate, and to follow a classification which ignored geographical boundaries; the exhibit revealed in a striking manner the common elements that pervade all our state and city systems. As we passed from alcove to alcove which carried the school work on by insensible degrees from the lowest to the highest stage, all felt the indwelling principle of unity working onward and upward from the kindergarten to the university and everywhere working toward external likeness. In this comprehensive view our school exercises took on a deeper meaning. We do not in the earlier stages aim at the inspecting of a store of well ordered information but at the development of power. This ideal is emphasized by the statistical charts showing the progress of education in the United States during twenty years. The charts comprised all elementary institutions, they implied bonds of union between them all, they showed by the ever lengthening period of school life and the ever increasing attention upon the high schools, our belief in a long formative period for the child and in a common heritage of liberal education for all classes. To the French the lesson came like a sudden realization of their cherished dream, but it came with no less force to the more conservative English mind. This fact is sufficiently attested by the extraordinary effort which resulted in the transfer of our material to Manchester. There it stood as an eloquent object lesson to the men who must guide England in the present educational crisis. It proclaimed the possibility of developing system from diversity without the loss of that local freedom which is cherished alike in this country and in England. It expressed the deep conviction of our people that technical or specialized training should rest upon a broad basis of general culture. Above all it revealed the orderly impulses and rational intentions which give stability to our national life. Thus in Paris we achieved a triumph, we charmed the eye, we touched the imagination, we imparted lessons which wise men are pondering; but there are also lessons for us to learn. We were not in all things first and best. If it had been our record nothing would remain to us in future expositions, but to write above our education section, "*Hors de concours, Beyond competition.*"

Mr. Brereton's Testimony.

Mr. F. N. Cloudsley Brereton, of England, who was one of the members of the educational jury at the Paris Exposition, at once captivated his audience at the N. E. A. with his tactful and appreciative presentation of his comments on the comprehensive paper of Miss Anna Tolman Smith, and his insight into the central principles of American education. THE SCHOOL JOURNAL is greatly indebted to Mr. Brereton for having written out his impromptu remarks for publication in these columns. Mr. Brereton, it will be remembered, was the special guest of the N. E. A. from the mother country.

I am so completely in sympathy with the views expressed by Miss Smith on the lessons to be learned at the Paris Exposition that I feel very much inclined to copy the example of a speaker who once followed Mr. Burke. He was so overwhelmed by the eloquence of the great orator that he merely ejaculated, "I say ditto to Mr. Burke," and sat down. Still you are all well aware of the value of a second opinion in adding weight and proportion to any facts or theories under discussion. I will therefore attempt to endorse and enforce one or two points which struck me as most important in the two papers. I deeply regret that a breakdown in the commissariat of my hotel deprived me of hearing more than half Miss Smith's singularly interesting contribution. Still I arrived in time to come upon what I venture to think must have been one of the most profound parts of her paper, where she discriminated, in a most searching and felicitous fashion, the ideas at the back of American, English, and French education.

If I understood her aright, she argued that the great effort of the American teacher is to increase the child's receptivity, and with this purpose in view the *milieu* is made as favorable as possible in order that he may take in as much as he can of it. You believe, in fact, you have only to lead a child to the water and suggest to him that it is water to make him drink. You believe, above all, in allowing him to follow his growing instincts, you give him his head as one gives a horse his head, convinced that he will find the way which is best for him, and in this you seem to base your philosophy of education largely on Rousseau, and believe that man is born fundamentally good and will therefore find out what is best for himself. In English education the more or less conscious idea in the teacher's mind is the education of the will. The child is set down alone to a task which he must master by himself. He often masters it ill, but he masters it in part. All the terrors of the law threaten him if he does not. The teacher (I force the *not*) is inflexible. I seem to see here some sort of Kantian categorical imperative whose motto is, "You must because you can." French education again calls up quite another set of ideas.

No one who has been in a French school can have failed to be struck by the exquisite logical fashion in which the lesson is generally presented by the teacher or the pupils. French education, in fact, is based on an appeal to the logical faculty. In the lowest classes everything is set in the clearest and most lucid light. At first, no doubt, the children learn to a certain extent by heart. But in the higher classes they soon begin to reproduce the logical forms they have absorbed in dealing with the subjects, and both in oral expression and in writing, however moderate the content of the thought may be, the mold is always of a high standard. This clearness in idea and arrangement seems to me to go back to Descartes and his philosophy of *des idées claires*—of the "self evident ideas," as he calls them, so that the child, if they are not self-evident to him at first, soon ends by regarding them as such, especially as, from what I can see, the French mind the longer it ponders on any idea solidifies and unifies it, as it sees more and more the unity in it, whereas the Anglo-Saxon mind, the more it looks at an idea the more it splits it up into endless component parts, being by nature analytic.

There is again another point in Miss Smith's paper I should like to comment on. She showed you in a simply admirable fashion how the Republic had cast a net of technical instruction over primary education in order to respond to the demands of trade and industry. There

was, however, another point which she might have added. In France, a variety of causes, which it would be too long to discuss, have led to the creation of a literary proletariat who have received just enough education to unfit them for any work of the non-professional. In order not to increase this army of employed and *declasses* the Republic gave to its higher primary schools a distinctly technological bias.

Miss Smith has also alluded to the teaching of *la morale* in the French state schools. I think this experiment of giving ethical teaching in the schools ought to meet with sympathy even from those who do not altogether see eye to eye with the Declaration of Rights. To my mind when the history of the Republic is written by the next generation this transformation of French primary education into something really modern, popular, and democratic will be regarded as a proof of the virility and robustness of the lower classes in France. For after all it was a stupendous task in the space of twenty years to raise the school from a Catholic basis on to a new basis representing merely ethical teaching. It reminds me of what you sometimes do in America. You take a whole building, sometimes four and five stories high, and, as it is, put it on rollers and shift it on to an entirely new set of foundations.

Of course you will expect me to say something of the American exhibit. The speaker who has just sat down has most felicitously said that it is just the atmosphere, and spirit, and aim of a traditional system of education which it is most difficult to exhibit. Well, thanks to the admirable order and the great completeness of the American section, the intelligent outsider had probably more chance of getting a bird's-eye view of American education and comprehending its general scope, aims, and ideals than of the educational aims and ideals of other countries. Over and above the infinite variety in American education one saw certain central principles, of which the most prominent was perhaps the determination to build up a real system of education from the gutter to the university (to use Huxley's phrase).

If I might make a comparison, I would liken national education in America to an educational army. It promises, in fact, the three essentials that make an army really efficient; first it is possessed of unlimited funds; so great is the belief of American democracy in its schools that it is willing to plank down its last *sou* on education. But this is not enough; one must also have an efficient "fighting" machine, and here the American teacher has nothing to fear from foreign comparison. But perhaps the most important thing of all is to have a really great leader. Happily for you, in Dr. Harris you possess the Nestor of educational leaders. This is not the unimportant belief of an humble individual like myself, but of the whole jury on primary education at the Paris Exposition. When the name of Dr. Harris was mentioned for a *grand prize* it was voted by acclamation,—an honor that was accorded to no other individual and to only one or two institutions.



Old-Time School Pictures.

A writer in a French magazine, a part of whose paper was translated for the August *Review of Reviews*, tells about the children's exhibition at Paris, in the charming "Little Palace." She says that one section of the exhibition shows us schools and scholars of every century, and it is pleasing to learn that in this matter the world has become more humane. Those pictures, for instance, which show mediaeval schools nearly always chose to describe the unfortunate pupil being severely punished. Royal children were not exempt from blows, and Louis XIII. probably owed his life-long delicacy to the brutality with which he was treated by his tutors. Near by may be seen curious drawings done by children who afterward developed into the great painters of their day.

Educational Opinion:

An Educational Review of Reviews.

A Year in Education.

Once a year the *Outlook* has an "annual educational number." People who are interested in the progress of affairs pertaining to education have for several years past awaited the *Outlook* annual with the knowledge that a feast was in store. The number for this year, dated Aug. 3, is especially good.

The most prominent facts, says one of the editorials, are the influence of the educational exhibits at the Paris Exposition; the gift of Andrew Carnegie to the Scottish universities; the growing prominence of the educational problem in England; the retirement of President Gilman; the celebration of the completion of the first decade of the University of Chicago, and the incorporation in the university of the Chicago institute, endowed by Mrs. Emmons Blaine; the growth of sound ideas and policies in the domain of public education in the large cities, as evidenced by the authority of Supt. Maxwell in New York and the educational provisions in the new charter, by the reception accorded to the progressive policy of Supt. Van Sickle at Baltimore, as well as by the support of Supts. Seaver, of Boston, Soldan, of St. Louis, Boone, of Cincinnati, and Cooley, of Chicago; the success of institutional co-operation as manifested in the College Entrance Examination Board of the Middle States and Maryland; and the foundation of the Washington memorial institution at the National capital to co-operate with the universities in promoting scientific research thru the use of government laboratories and collections.

The significance of the several educational exhibits at Paris was marked first, by the renewed interest which they aroused in technical and commercial education; and by the lesson taught by the exhibit from the United States, that effectiveness is best promoted by the development of general information and intelligence in the early school years, and the consequent postponement of specialized instruction and training. In France, Germany, and England, and elsewhere as well, an influential body of opinion has held that the earlier a child is put in the line of direct preparation for his future occupation the better. In America, the elementary school wholly and the secondary school in large part are given over to general education. The exhibit at Paris fully justified the contention, and European educationists are openly suggesting that something like the American plan must be adopted there also.

Since the foundations that bear the name of Wykeham and Balliol, nothing so epoch-making has happened in the higher education of Great Britain as Mr. Carnegie's gift of two million pounds sterling for the benefit of the Scottish universities. It is the example rather than the amount of the gift, as Mr. Bryce has already told the house of commons, that will be the most influential. It is hard to believe that Mr. Carnegie's example will not be followed, and generously, by the wealthy men and women of Great Britain.

In the Washington Memorial institution all that was best and wisest in the movement for a national university seems to have come to fruition. Against a national university many and weighty arguments may certainly be urged. On the other hand, the vast resources of the government at Washington ought to be used in all possible ways for the advancement of science and the arts. Congress has given its consent to this use, and now the Washington Memorial institution has come into existence to be the effective agent in the matter. The institution is in no sense a university, but it will co-operate with universities, colleges, scientific associations, and scholars generally in making the governmental laboratories and collections useful for research. Dr. Gilman,

who will turn over the presidency of Johns Hopkins to his successor in September, will shortly thereafter begin to organize the work of the Washington Memorial institution as its director.

Can and will Great Britain provide a universal and effective system of public education, elementary and secondary, under non-ecclesiastical control? This is, in essence, the question which parliament must presently face. A powerful party in England thinks of state schools, and talks of them, as mere charity schools, to be economically maintained and kept within the narrowest limits. This party is reinforced by another party which holds that all education must be religious in character. A small but growing party, supported by what we in America should consider the best expert educational opinion, would answer flatly in the affirmative the crucial question as put above. With a newly chosen parliament, and one controlled by the Conservative party, to decide the question, at least for the present, it is fairly obvious that the best expert educational opinion will not have its way. Just what form of compromise emerges from the struggle remains to be seen.

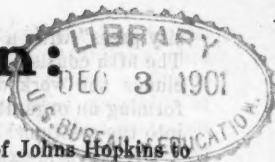
Expansion of American Universities.

In a popular and interesting article in *The Munsey* for August, Pres. Ethelbert D. Warfield, of Lafayette college, discusses the growth of American universities. His story is certainly one that will acquaint readers with an educational development that is admitted to be one of the marvels of this time and country.

One of Dr. Warfield's conclusions is especially significant since it points to the necessity of introducing something of the trust idea into higher education. The great weakness of the universities, he maintains, is lack of co-operation among them. Splendid groups of buildings have been erected and peopled with strong teachers and earnest students. But these institutions are run on principles of rivalry rather than of mutual helpfulness. Clark university stands out as a lonely attempt to do a few things supremely well and to copy from no other school for the mere purpose of drawing students. In theory each university should confine itself to certain things which can there be done properly and not seek to cover the whole field of knowledge. When a university offers, as a very prominent one does, to make provision for the instruction of any person in any subject demanded, the only required qualifications being a letter setting forth clearly what the writer wishes to learn, such a policy can hardly be regarded as university expansion; rather it is university degradation.

A subdivision of activities so that each university shall have its part to fulfil is one of the needs of the near future. The pupils will migrate from one university to another as they do in Germany, and will gain breadth while acquiring thoroughness.

In other words Dr. Warfield does not believe in what he calls the "educational department store." Professional schools are of course proper and necessary, but it is doubtful just how far the university should go in the introduction of popular and even spectacular features. The University of Chicago is quoted in the article as one of the institutions that is possibly attempting to carry on too many departments of approved and unapproved educational work. As is well known, its organization consists of five divisions; the first contains the professional schools, graduate schools and colleges of arts and science, and also an academy. The second division is that of university extension and includes a correspondence department. The third has some of the natural adjuncts to a college or university, as libraries, laboratories, and museums. The fourth is the "univer-



sity press" with a "department of purchase and sale." The fifth consists of the "university affiliations," and includes the work done in institutions which, altho not forming an organic part of the university, have entered into the relationship of affiliation."

Dr. Warfield expresses a doubt if these activities are not too numerous for one institution, tho heavily endowed, to carry effectively, with the highest service of university leadership rendered.

The Scientific Side.

One of the most important adjustments now going on in American universities is that of the work in theoretical and applied science to the traditional literary courses. Altho the problem has been wrestled with for many years, it has not yet been thoroly solved. For instance, the Lawrence scientific school at Harvard university was founded in 1847, representing perhaps the earliest attempt to get a fair standing for science. The school has an honorable history and has done a great deal for the cause it represents. Yet everybody who is at all familiar with the workings of Harvard university knows that the Lawrence scientific school has not yet been brought into proper relationship with Harvard college. The fact that students who cannot get in anywhere else in the university still manage to secure admittance as scientific specials is significant. The problem is largely one of administration, for there is no serious opposition at the great universities to the claims of science.

What Constitutes a University?

This question, which often perplexes plain people, Dr. Warfield puts but does not answer. Doubtless it is at present indefinable. The commonest definition, he says is that it is an institution of the higher education which has faculties of arts, law, medicine, and theology. This, however, is a very poor definition, setting form above substance and the body above the spirit. And as it stands it is too exclusive. The University of Pennsylvania only recently added a law school and is still without any kind of theological faculty. Columbia had no medical school until 1891, and has now no actual theological department. Princeton has steadily resisted the temptation to add professional faculties and has advanced the university rank and name rather by virtue of its claim to do university work in intention than in extension, in spirit rather than in form.

Evidently some new definition of the word *university* is needed.

John Dewey on Manual Training

In the Elementary Course of Study.

Manual training as employed in an elementary course of study is a subject on which Dr. John Dewey, of the University of Chicago, is an authority. Accordingly his article in the *Manual Training Magazine* for July, in which he explains his views, is of general interest, especially to superintendents and principals, who must study the place of manual training in their own schools. The studies of the elementary curriculum, says Dr. Dewey, may be placed under three heads: First, the studies which are not so much studies as active pursuits or occupations—modes of activity which appeal to the child for their own sake, and yet lend themselves to educative ends. Second, the subject-matter which gives us the background of social life. Third, we have the studies which give the pupils command of the forms and methods of intellectual communication and inquiry.

Manual training clearly belongs in the first group and makes up a very large part of it. Physical activity is a phase of whatever directly occupies and absorbs the child. Plays and games come here, so do outdoor excursions, observation, and experimental work in nature study, etc. But it is of the manual training, the work with cardboard, wood, bent iron, the cooking, sewing, weaving, etc., that we have more directly to do. No one any longer doubts the thoro training of hand and eye,

and (what is of greater importance) of the hand and eye co-ordination which is gained thru these agencies. Recent psychology has made it unnecessary longer to argue that this training of hand and eye is also a training of attention, constructive and reproductive imagination, and power of judgment.

The idea of formal discipline has invaded both physical culture and manual training. We have been led to believe that there is a positive inherent value in the formal training of hand and eye quite apart from the actual content of such training—apart from its social relations and suggestions. Now, we ought to go deeper than this. We ought to see where and how they not only give formal training of hand and eye, but lay hold of the entire physical and mental organism; give play to fundamental aptitudes and instincts, and meet fundamental organic necessities. It is not enough to recognize that they develop hand and eye, and that this development reacts favorably into physical and mental development. We should see what social needs they spring out of, and what social values, what intellectual and emotional nutriment they bring to the child which cannot be conveyed as well in any other way. And to carry the matter to this point is to connect them with social life; it is to conceive them from the standpoint of the social meaning they realize in child-life.

Child and Race.

The culture-epoch theory in education, and the recapitulation theory in biology, have made us familiar with the notion that the development of life in the individual corresponds to the development of life in the race—that the child achieves, in short years and months, that for which life upon the earth has required the slow ages. In spite of absurd pedagogical conclusions that have been drawn from this doctrine, no one would deny to it a certain and important element of truth.

This truth has a significant bearing upon the question of the place of manual training in education. The point is that the child is in much the same attitude toward the world and toward life as was early man. That the child should recapitulate the exact external conditions, performances, and blunders of primitive man is a ludicrous proposition. That he should assume a similar attitude is almost inevitable.

Now what has this to do with the place of manual training? It needs no argument to show that primitive man must have mainly occupied himself with the direct problems of life—getting food, fuel, shelter, protection. His concerns were the utensils, tools, instrumentalities that secured him a constantly improving life. His modes of associated life, family relations, political control, etc., were intimately dependent upon his industrial occupations. Now, if there is anything at all in the doctrine of recapitulation, it indicates the probability, first, that we shall find the child a reservoir of motor energy, urgent for discharge upon his environment; and, second, that this will be likely to take forms akin to that of the social occupations thru which humanity has maintained and developed itself.¹

In one important respect, however, there is a fundamental difference between the child and primitive man. Necessity, the pressure of getting a living, was upon the savage. The child is, or should be, protected against economic stress and strain. While the value of the motor activities of the savage was found chiefly in the external result—in the game that was killed or the fish that was caught—with the child the exact reverse is the case. With him the external result is only a sign, a token; it is just a proof and exhibition to himself of his own capacities.

Manual Training in Central Place.

If there be any measure of truth in these conceptions, then the forms of occupation which are employed in

¹In an article upon "The Culture-Epoch Theory," reprinted in the *Second Herbert Year Book*, I have criticised the Herbert theory of making literature the basis of the curriculum from this standpoint.

the school must be assigned a central position. They, more than any other one study, evoke and direct what is most fundamental and vital in the child. To do, to perform, to execute, to make, to control, and direct activity—it is for the sake of such things that perceptions and impressions exist.

Manual training can never take its proper place in the elementary curriculum as long as its chief aim is measured either by the actual result produced or by the gain in technical skill that comes to the producer.

To give expression to his motor instincts, and to do this in such a way that the child shall be brought to know the larger aims and processes of living, is the problem. The saw, hammer, and plane, the wood and clay, the needle and cloth, are not ends in themselves; they are rather agencies thru which the child may be initiated into the typical problems which require human effort, into the laws of human production and achievement, and into the methods by which man gains control of nature, and makes good in life his ideals.

When manual training is so interpreted, there is a necessary correlation between it and history and science. Correlation of manual training with science is likely to be a rather external and artificial matter where the manual training itself is conducted for technical ends—for ends which lie within itself. But when it is treated as a means of organizing the powers of the child in social directions, its scope is necessarily broadened to take in salient facts of geography, physics, chemistry, botany, mathematics, etc.

It is evident that manual training, properly conceived, is an inevitable and indispensable introduction to the studies of the second group, to history and geography, as the background of social endeavor.

The connection with the third group of studies is equally important, even if more indirect. In number work it cannot even be said to be more indirect. Measurement, the application of number to limit form and arrange matters of shape and size, is a necessity. The child not only gets expertness in recognizing and handling certain number facts and relations, but, what is even more important, he gets a "number sense"; he gets to be aware of the use and meaning of number; it becomes a reality to him, so that there is a vital motive in his own experience for pursuing it farther. Doubtless wide awake-teachers will find natural connections also with the matter of reading and writing.

If the term "primary" denotes anything more than merely a time element, then the constructive arts and manual occupations have a claim to be considered characteristic features of primary education.

The Apprentice System Revived.

The authorities of the Baldwin Locomotive Works of Philadelphia have recently inaugurated a system of educational apprenticeships with the aim of turning out a class of technically skilful mechanics and mechanical engineers. They offer to young boys an opportunity to supplement their school training with two, three, or four years' experience in the locomotive works, says a writer in *The World's Work*.

There are to be three classes of apprentices. The first consists of grammar school graduates who serve four years—usually between the ages of 17 and 21—at wages of 5, 7, 9, and 11 cents an hour, and receive a bonus of \$125 at the end of their period of service. They are obliged to attend night school three evenings a week, and study geometry, algebra, drawing, and perspective, in order to be thoroly familiar with the technical language used thruout the shops. The company, under contract to teach them the "art and mystery of a trade," provides that their work shall be changed with sufficient frequency to initiate each boy into all the details of his craft. The second class serve three years at 7, 9, and 11 cents an hour, and receive a bonus of \$100.

The apprentices of this class are high school graduates, but they, too, are obliged to take the technical studies of the night school for a part of three years; and they, too, learn a trade. The third class—the graduates of technical schools and colleges—serve for two years, not as apprentices but as employees, at 13 and 16 cents an hour. Their education, of course, is taken for granted.

Only a few, obviously, will ultimately enter the works; if all became employees of the company the system would be paralyzed in short order; but in full operation the school—for that is virtually what it is—will send out over a thousand finished mechanics every year. In twenty years this institution will have provided the community with twenty thousand of these skilled workmen.

A Prodigious Life-Work.

Mr. Ray Stannard Baker gives, in *McClure's Magazine* for August, a most interesting account of a visit to Professor Haeckel, at the latter's home in Jena. For forty years, says Mr. Baker, Professor Haeckel has lived in the quaint old university town where he has been engaged in the research for which German scientists are noted, in writing almost a library of books, and in lecturing to crowded classes of students. He is a man of robust build, erect and strong, with a thick white beard and keen blue eyes set about with wrinkles of humor. The shake of his hand is warm and his voice is full and hearty. His study is a quiet room in the Jena Zoölogical institute. A table in the center is crowded with mounted animals.

Everywhere about Haeckel's work-room, continues the writer, are books—books in German, English, French, Italian, Russian—one of the most complete libraries on Darwinism. His own books and their different translations and editions fill a good-sized case. Besides "The Natural History of Creation," which has been translated into twelve languages, reaching its fourth edition in English, there are Haeckel's monumental works on the radiolaria, on the sponges and corals, on the medusæ and siphonophoræ, and five huge volumes of reports on the *Challenger* expedition, and his new (1896) "Systematic Phylogeny," which the professor regards as his most important contribution to science.

Haeckel's last book, "Die Welträthsel" (World Riddles), which appeared in 1899, has had an unusual sale for a book of science, both in German and English. His method of writing this volume of several hundred pages will perhaps explain why he has been able to accomplish so much. During the two months in which he wrote it he reached his desk at six o'clock every morning, and wrote steadily, with a short intermission for dinner, until eight o'clock in the evening. In all that time he wrote no letters and saw no visitors. "One can accomplish much in forty years," he says.

Professor Haeckel does his writing all by pen, most of the pictures in his books are the work of his own brush and pencil, his collections of sea-creatures, numbering many thousands, have been made largely by his own hand, and often he has done the preserving and mounting, even writing the labels himself. When he travels—and he has been half the world over—he travels alone, believing that he can thus accomplish more work.

In addition to his original researches in science, his writing, lecturing, and university work, which is considerable, one is astonished by the amount of genius Haeckel has expended in avocations. At his home he has over 2,000 of his own paintings, mostly water-colors, some of them of considerable size, besides other thousands of sketches in ink, crayon, and pencil. These do not include his scientific studies of microscopic and other forms of life which have been used in his books. Among them there are landscapes, still-life scenes and figures, scenes painted in Ceylon and India, ruins in Rome, icebergs and mountain scenery in Norway, beautiful sea pictures in Corsica and the Canary islands, and desert scenery in Africa.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING AUGUST 31, 1901.

Is it Worth While?

Messrs. Carnegie, Schwab, and others, who in their public utterances have placed small value upon the advantages of higher education, ought not to be taken too seriously. It is natural for a self-made man to be proud of his job, and modestly to call attention to the scanty instruments that were at his disposal. Moreover, these gentlemen measure all success in life by dollars and cents. A young man who has enjoyed the blessings of a liberal education will scorn the worship of the golden calf; to him life is more than the development of a bank account and the establishment of an international financial credit. His soul is not bent upon the one aim of making money, he has many ideals. Success must be measured by the standard of civilization. The Indian chief of a past civilization may be justified in counting over the scalps of his enemies and seeking to establish his success. The man whose sole ambition is to make money stands on the plane with him.

If the belittlers of advanced education base their views upon the supposition that work in the shop is more strenuous and hence capable of developing greater manhood than the search for truth, they are greatly mistaken. For every one whom education unfits for practical life, at least a score can be gathered whom early entrance upon money-earning pursuits has deprived of the higher humanity, whose development has been arrested, who have become mere parts of a machine.

Those who are forever arguing that character is developed by early wrestling with the hard problems of survival, and in whose opinion higher education is a sort of pampering process, may be less absolute in their utterances when they consider the story of a young man who died recently from the effect of overwork while trying to earn a sufficient amount to enable him to finish his course at Yale. He hailed from a village in New York state and entered college last year without means sufficient for his maintenance. He supported himself, partially, by doing odd jobs about the city, and when vacation came he realized the necessity of working steadily so as to be able to save something for the coming scholastic year. He secured a position as a motor-man, requesting the railroad officials to permit him to do as much extra work as possible. This request was granted, and as a result he was on duty such long hours that his strength was exhausted and he became the prey of disease to which he succumbed.

Is it not a nobler struggle this, the straining of every effort to obtain a broader outlook upon life than to end one's whole being to the picking up and hoarding of money? The lower down we descend in the scale of evolution, the less attention we see bestowed upon the nurturing of offspring. The most conclusive evidence of an ascent of humanity is the prolonging of the care for the young, of *education* in other words. Too early shifting for one's self leads to an undue regard for the material side of life, and starves the higher self. The struggle to obtain an education is a struggle for freedom. Slaves and minions may be better fed and clothed than the toiling free man. But a free soul is a possession more precious than all the gold of Araby.

Is All the World a Graft?

Jacob A. Riis in a recent article in the *Sunday School Times* denies emphatically the conclusions reached by Josiah Flynt in "The World of Graft." He contends that the whole world is not a graft and that the grafter's whine, "They all do it one way or another," is "the devil's perpetual plea." The blackmailing policeman is

still in a minority. He is there, it is true, sufficient in numbers to give the whole force a bad name, just as a drop of dirty water is able to befoul a glassful that was pure.

Such optimism from a man who knows the underworld as Mr. Riis knows it, after twenty years of police court reporting, is encouraging.

Efficiency in School Children.

Prof. Edwin G. Dexter, of the University of Illinois, presents in the current number of *Science* the results of some study of the working efficiency of 1,000 children in the lower grades of a Colorado school system. The results of Professor Dexter's studies do not appear to be very startling or revolutionary, but they may have some educational value.

His statistics show, what we should all suspect, that the children who have good health are the ones that lead in their classes. Girls in poor health are, however, better able to contend against it than badly nurtured boys, for of the sickly girls twenty-six per cent. were found to be in the first quarter of their classes as against twenty-six per cent. in the lowest quarter. The boys in ill health showed only one per cent. in the upper section to forty per cent. in the lower.

In the matter of home influences reverse conditions prevail. Twenty per cent. of the boys whose home surroundings were discovered to be bad were still able to stand in the first quarter of their classes while only about one per cent. of girls so situated were in the first section.

Very nervous children are most numerous in the two upper sections of the classes, the largest percentage being in the second section. This would seem to indicate that the great nervous excitability is conducive to fairly good work, it is apt to hold a child back from doing the best work.

Professor Dexter's other findings do not appear to mean much, but the foregoing certainly suggest practical hints for the handling of sickly children and those unfavorably situated.

Instruction in Municipal Affairs.

A canvass of American colleges and universities has recently been made by Pres. Thomas M. Brown, of Lehigh university, chairman of a committee of the National Municipal League, to ascertain to what extent instruction in municipal government is given in institutions of the higher education. Of the 222 institutions sending in replies about twenty-five per cent. offer such instruction. This, does not appear to be entirely satisfactory and there is no doubt that the league will initiate some important missionary efforts in this direction.

There is assuredly room for it. Since the University of Pennsylvania in 1894 established the first American lectureship on municipal government under the direction of Prof. L. S. Rowe, the subject has been gradually introduced into colleges and technical schools, but not so rapidly as the importance of the subject would seem to demand.

Mr. Bryce's often quoted sentence, "The government of cities is the one conspicuous failure of the United States," is hardly less true to-day than when he uttered it; and a pre-requisite to civic reform is an understanding on the part of educated men and women of the nature of municipal problems. There are plenty of people who hate the existing corruptions in police departments and assessors' offices, and who would like in a general way to do some good in the world, but it is an unfortunate fact that you cannot reform social evils merely by wanting to do good.

The kind of citizen we need in this country is well represented by Prof. Samuel E. Sparling, of the University of Wisconsin. Professor Sparling took a great part in organizing the League of Wisconsin municipalities. He is now its secretary. He edits a magazine, *The Municipality*, which goes to every city officer in the state.

outside of Milwaukee. The league has founded a scholarship in municipal government in the University of Wisconsin thru Professor Sparling's efforts. It may also be mentioned that Professor Sparling is an alderman of the city of Madison.

The Curtailed English Educational Bill.

Parliament was prorogued without a definite settlement of the educational question. The first bill which attempted to set up a new authority to deal with secondary education was so bitterly opposed even among the Conservative majority that it plainly would not pass. It was withdrawn in favor of a short bill, which turned over to the discretion of city and county councils the schools affected by the Cockerton judgment, with the understanding that at the next session of Parliament a comprehensive education bill should be formulated and passed. This bill passed, tho with a small majority considering the strength of the government.

Thus the long-promised reform of English secondary education is put off for a year or two more. As it is doubtful if the education bill of this year would have accomplished good results, the delay may prove to have been fortunate.

The facts of the case regarding the need of a reform are these: England has been running since 1870 under an education law passed by the Liberals of that year. Under this law provisions were made for primary, or, as we should call it, elementary, education. Elective school boards maintain primary schools in every district where, in the judgment of a central board of education, such schools are needed. These boards maintain the board schools, which correspond to a certain extent with our public schools. To a certain extent, it must be said, for more than half the school population of England and Wales is enrolled in private schools, conducted for the most part by religious denominations. The larger number of these sectarian schools is of the class known as "voluntary," and are subsidized by the government at the rate of five shillings per pupil.

Secondary education has had practically no support from the government. The numerous finishing schools, religious schools, and boys' "public schools," such as Eton and Harrow, have had the field to themselves. Nothing corresponding to our high school system has ever been projected, nor would it at present be possible in a country so honeycombed with class distinctions as is England.

An attempt on the part of some of the local school boards to extend privileges of free education to persons beyond the statutory age of fifteen, thru the use of continuation classes and evening classes, was thwarted some months ago by the famous Cockerton judgment in which it was decided that no subjects other and higher than those taught in the primary schools may be taught in continuation or evening classes.

The furor that the Cockerton judgment excited prompted the government education authorities to prepare a comprehensive bill establishing as the competent authority to deal with secondary school problems the city and county councils of the country. These bodies have never heretofore exercised any educational functions. They are already, especially in the communities where socialistic experiments are going on, over-weighted with work. Naturally enough the wisdom of intrusting to them the task of developing what Great Britain stands sorely in need of, a system of secondary education, was seriously called into question. The Liberals fell upon the project with the utmost ferocity. The supporters of the government were supine. Members of city and county councils thruout the country made it plain that they had no taste for the honor that was being pressed upon them. The insulting attitude of Sir John Gorst, vice-president of the board of education, toward the school boards in his jurisdiction intensified the bitterness of the opposition. He is reported to have said in one of his speeches:

"Are we to keep up in this house the farce that school boards are elected for educational purposes? Everybody knows that educational purposes are the very last ideas in the minds of the members of the school boards. I have heard that they are elected, some on religious grounds, some on party grounds; but I have never heard of any one being elected on educational grounds."

The speaker went on to arraign the folly of the London school board in establishing evening classes of a purely recreative character, in some of which "elementary" and "advanced" dancing were taught under the name of physical exercises, and exchequer grants were paid for it.

Such language was not exactly conciliatory. It evoked laughter in the house, but it killed the education bill.

Educational Review of Reviews.

It is now about four years since THE SCHOOL JOURNAL started its monthly digest of the most significant contributions to American and foreign periodicals. This new departure in educational journalism met with immediate favor, and several teachers' papers set out to copy the idea. In the summer and fall of '98 the plan was enlarged and a further improvement was announced in THE SCHOOL JOURNAL'S Annual of this summer. The aim is to give, beginning with September, in addition to digests and reviews of contributions representing the most significant expressions of current educational thought and practical endeavor, literary notes, and descriptive reviews of important books.

It seems necessary to repeat these things, since there are "educational" periodicals which are advertising themselves as the only ones to give abstracts and extracts from current educational literature. The most recent exhibit of this sort of self-lifter appears with the motto, "This is the only Educational Review of Reviews." The same periodical trumpets out editorially that "nothing in the line of supplements has hitherto been attempted to compare with" what it purposes to give, and then proceeds to give two "pictures reproduced from nature by color photography," one of which is exactly the same as one of the three supplements sent out with a number of *The Institute* four years ago.

THE SCHOOL JOURNAL always welcomes any effort toward extending and intensifying professional activity, but duplication and multiplication along lines already more than well provided for is a scattering of energy that ought not to be encouraged, especially if the newcomers strut about in borrowed feathers.

Mr. Howard J. Rogers has been unanimously chosen superintendent of educational exhibits for the Louisiana purchase exposition at St. Louis. Mr. Halsey C. Ives, director of the St. Louis school of the fine arts, will have charge of the art exhibits.

School people want to look out for "The International Free School Association" and "National Free College" for which contributions are being solicited. The home office of the association is given as Philadelphia. Dr. Larned's name appears on a circular as a trustee of the association, but this name is used without the doctor's permission and in direct opposition to his wishes.

A Swiss firm has been awarded a contract to supply all the machinery for the new electric installation at Niagara Falls. It will consist of eleven turbines of 55,000 horse power each. Evidently we have Swiss as well as German competition in our struggle for industrial supremacy.

The fire losses in the United States for the year 1900 aggregated \$161,000,000 as against \$153,000,000 for 1899. Of the 109,000 buildings that were wholly or partially burned nearly half, or, to be exact, 50,447 were dwelling houses. Some 647 colleges, schools, and convents are included in the list.

Letters.

The Habit of Keeping In.

There is a limit to human endurance whether physical or mental. A certain amount of effort may be expended along each of these lines. The exercise of one of them, while depleting the one especially called into operation, lessens the reserve force of the other. But a moderate exercise of the one stimulates the other. Each pupil enters school with a certain amount of energy. All pupils do not have the same degree of force in quantity and in quality. One may have more intensive power than another. He may be able to perform his lessons quickly, but lacks the power of continued application. His playmate near him may be slow of comprehension but may have acquired habits of endurance. One may excel in the school-room, the other on the school-ground; one is ahead mentally, the other physically. Between these two there are all degrees of vital force. Besides, the same pupil day by day does not maintain a constant amount of energy, due to insufficient nourishment, loss of sleep, and want of proper rest.

It is the supposed work of the teacher to have all of her pupils fairly proficient in their lessons with corresponding power and skill acquired. She is not only in earnest to accomplish these ends, but she strains her own energies and extends the time of her delinquent pupils beyond the legitimate school hours.

The pupils are annoyed that they must remain for tasks in which they have no interest, and are for this cause, in a great measure, incapacitated from concentrating their minds upon their lessons. Then, too, at this time of day their mental reservoirs of energy may be nearly exhausted and they are like those who would draw water from empty cisterns. The form of study is endured, but its spirit is wanting. This has a pernicious and blighting effect upon the child. He comes to dislike, and in some cases to thoroly hate everything connected with school, and longs for the time when the doors of his prison, are forever closed with him on the outside.

If, however, the pupil because of idleness during the day is detained after school and has the ability and inclination to study, yet by this detention he is being taught careless and loose habits of study. A pupil has discharged his obligations only when his work has been performed at the right time and in the right way.

Business is not conducted on the principle of "Keeping In." A factory boy or girl is not held after the others go home because he has made some failure in his work. In life outside the school those who have the oversight of their fellow beings see to it that each moment of the day they are performing their assigned work. Cannot the teacher do as much with her pupils?

Those who are in the habit of keeping pupils after school overestimate the benefits of the plan or are deceived in its permanent good effects. The pupil habitually detained will learn to recite his lessons only outside of school hours. He is learning to depend upon his teacher for help. In one of our schools a teacher kindly helped a pupil in the preparation of his lesson at the close of school. Against this I have nothing to say, but the boy was learning to depend upon the teacher; she, however, had sufficient discernment to know what was needed and, therefore, told him he could get his lessons without her aid. He soon learned to be independent of the teacher, and how much more valuable is his school-work to him now than had the teacher been so weak as to be ever propping him up.

In what has already been said the interests of the pupils have been considered. And we still wish to hold them in view, but, perhaps, indirectly. When the pupil is detained after school there is some one else who is also not free from duty,—this is the teacher. She, in all probability, has worked hard; she has attempted conscientiously to discharge her duties. She, with the pupils, has emptied the nerve cells of their vital energy. Has she any right to keep herself where she cannot

properly recuperate for the next day's work? Better, far better to go home determined that the next day her relation to her pupils shall be such that there shall be no need of detention of pupils. By watchful oversight she will see that an honest day's work is done by each pupil. Those who have tried keeping pupils in and have tried not keeping them in agree that more is to be gained by earnest, wide-awake work during the regular school hours than by trying to patch up the defective work of the day by an adjourned session. There are individual cases where a pupil should be detained, but this article is written for the benefit of those with whom the "Keeping In Habit" is the panacea for school ills.

Huntingdon, Pa.

KIMBER CLEAVER, Supt.

School and Library—Confusion or Co-operation?

That the library has educational functions there can be no doubt; if it had not there would be no excuse for taxing the people to support it. Its duties as an educator are only secondary, however; the institution whose primary object is education is the school. To keep the educational duties of these two classes of institutions distinct, and at the same time to render them mutually helpful, is the problem before us.

Librarians and teachers are agreed that school and library should work together. Now co-operation between two institutions consists not in an endeavor by each to do the other's work as well as its own, but in the successful effort to confine each to its own work in such a manner that it shall aid the other instead of interfering with it. It is the business of the school to teach; it is the business of the library to provide an adequate collection of books for its readers and to do whatever may render the contents of those books most available. It would seem that the functions of the two classes of institutions are sufficiently distinct to prevent interference and yet sufficiently allied to make co-operation not only easy but almost necessary.

Now, on the one hand are librarians who insist that they are instructors, and on the other are teachers who desire to become collectors and distributors of books. This is confusion, not co-operation. We might imagine, to be sure, an institution that should combine the functions of a public school and a public library, but we have in existence two separate institutions to cover the ground; is it not better to keep them separate?

I would say to the librarian: Make your collection of books as perfect in every department as possible; multiply devices for rendering their contents quickly and easily available both in the library and in the readers' homes; spare neither expense nor labor, nor ingenuity in bringing this to pass; so that when the teacher, in the exercise of his proper function, calls on you to help him or his pupils, the aid that you give may be adequate and quick; but do not attempt to be yourself a teacher.

I would say to the teacher: Perfect yourself in the art of imparting knowledge; add daily to the stock that you have to impart; see that your appliances for making the acquisition of knowledge easy are of the most approved kind, so that when the librarian calls on you so to guide those in your care that they will be fitted to use and profit by his books, and that a desire to use those books profitably may be awakened in them, you may be able to respond; but do not try to be a librarian yourself. To both I would say: Let each do his own share of the work without doing the other's share, but with proper regard to the harmonious doing of both shares.

Finally, to those who object to my advice that it is vague, I would say that while we have a vast amount of detailed statement on this subject, there are numbers of teachers and librarians that need to be reminded of the broad fact that they are members of separate, tho allied professions. Let us keep apart that we may the better grasp hands and pull together.

New York.

ARTHUR E. BOSTWICK.

Supt. of Circulation, N. Y. Public Library.

Education of Women.

G. Stanley Hall on Woman's Education.



AT the Clark university summer school, July 25, Dr. G. Stanley Hall made an address on the education of women. The "Busy World" corner of *Harper's Weekly*, conducted by Mr. E. S. Martin, gave a part of the address with comments. The writer says that Dr. Hall is in the business of education, and believes in it thoroly. He believes in educating girls, but has his doubts whether the sort of education now lavished on American girls is doing them good, and benefiting the race and the nation.

Dr. Hall especially concerns himself about the education that girls get in colleges. He has studied statistics to find out about the health of the college women, and what percentage of them marry; and tho the statistics he quoted are not conclusive nor especially convincing, as far as they go they make somewhat for disquietude. The gist of the figures he quoted was that less than half of the college women had good health; that less than a third of them married; that those who married married late and had too few children, and of those few lost far too many in infancy. "Woman's colleges," he said, "have done little or nothing for the proper education of women. . . . While I sympathize with the claims of women, and yield to no one in admiration of their work in the colleges, it looks as if the colleges were training for independence and support and celibacy—motherhood to take care of itself.

"Bookishness," says Mr. Hall, "is a bad sign in a girl. We must educate chiefly for motherhood. Co-education should cease at dawn of adolescence. The present civilization is harder on woman, who is less adapted to the world, than on men. We must also recognize that riches are harder on her than poverty." Such things he asserts, and goes on to give his ideas about what a college for girls ought to be; how its first aim should be health; how it should be a place of cottage homes, not too far from a city, with pets, gardening, plenty of outdoor exercise, and plenty of time for it; a place where "regularity should be exercised, idleness cultivated, and revery provided for in every way." And he would have the students learn religion, rudimentary mathematics and physics, a little chemistry, and a good deal of botany, but would take care not to have them oppressed by books. Think of a college president writing such a prescription as that!

If it were with women more as it is with hens, we could afford to be less solicitous about the cultivation of the capacity and taste for motherhood. The uneducated domestic hen is disposed to sit three times a year, and while she is sitting and raising her chickens she does not lay. The argument of the incubator-men in favor of their machines is that they save the hen's time, and that having more leisure to lay, she lays many more eggs in the course of the year. The question naturally suggests itself: if the hen has the brooding instinct, won't she brood anyhow, and stop laying whether she has eggs to hatch or not? She will, they tell us, at first, but can be easily broken of that propensity. Travelers report that in Egypt, where incubation in mud ovens warmed by the sun is known to have been commonly practiced for thousands of years, hens have entirely lost the brooding instinct, and having laid due eggs, feel no further concern about the continuance of their species. So it is evident that you might teach hens all sorts of new knowledge, and not imperil the supply of eggs or chickens. But no analogous truth seems to be available as yet as to girls.

Even if it can be demonstrated that the sort of development that girls get in colleges tends to keep them out of the nursery, we ought not to forget that colleges are only one of many contemporary institutions and conditions that have that tendency. "The present civiliza-

tion," says President Hall, "is harder on woman than on man, and riches are harder on her than poverty." So far as women are concerned, riches in our day by no means imply ease, for it is matter of daily observation that women are driven into nervous prostration by the cares, exactions, and opportunities that come with plenty of money. Routine and regular habits are great conservators of energy. Mothers who have regular occupations and good homes that they stick pretty close to, because they can't afford to leave them, lead doubtless easier and more wholesome lives than richer ones who make and execute many more plans and struggle much more.



Working One's Way Thru College.

A most interesting account appeared in the *Century Magazine* for June, from the pen of Alice Katharine Fallows (see *SCHOOL JOURNAL*, July 6), on "Working One's Way Thru College." There follows in the July number of the same magazine, a discussion of what can be done in the way of self-help in the women's colleges. Miss Fallows says frankly that it is not so easy for a woman to work her way thru college as for a man. Long ago Mrs. Grundy set a distinction between labor suitable for men and for women. The self-supporting girl finds many an industry open to her brother which she may not attempt. The girl who should turn grocery clerk, or baker's or butcher's assistant—well, she would not try it, that is all.

The college girl, however, invests as much energy and originality in her tasks as the college man in his. If she earns as much money as he her effort must be doubled. Few girls have the physical strength to meet the strain of entire self-support, they must be contented with self-help.

If all the girls who have worked their way thru college were to say how they did it, nine out of ten would probably pay tribute to the commercial value of their feminine accomplishments. The aptitude of women for housework has been put to good use at Mt. Holyoke. Students answer the bell and act as waitresses. A company of girls look after the dining-room—in fact, no student of the college escapes her share of domestic service. The tax on each girl is slight—fifty minutes is the longest period required, and yet this small amount of work means that college expenses are \$150 less than they could be otherwise.

Wellesley, says Miss Fallows, used to exact housework of every student, but it was thought best to strike this requirement out, raising the price of board instead. It is still in operation in two of the college halls for the benefit of students who need to help themselves. In both places a discount of one hundred dollars is allowed the girls for the work they do.

At Oberlin, continues the writer, self-supporting students have come to be such a common occurrence that the town takes them into consideration in planning to have its work done. Many of the Oberlin homes dispense with servants entirely and give college girls their places. The inhabitants have no money to spare, therefore if a student has room and board which cost four dollars a week, she must give four dollars worth of work at ten cents an hour, which means forty hours a week, or five a day, spent in assisting the lady of the house. With such a heavy mortgage on her time it is all but impossible for her to finish her course in four years, but Oberlin allows its students to spread their work over five or six years, and the self-supporting girl, unless she has a constitution of iron, must take the longer period.

In the University of California, according to Miss Fallows, housework is also a popular way of solving the problem of self-support. Many of the girls find places in private houses where they earn their board and lodg-

ing with three or four hours' work a day. The university has also started a sewing-school for college women. The course is systematic, including all grades of sewing, from the simplest basting to the finest needlework. Nearly fifty girls are enrolled, and some of their work is so exquisitely done that it finds a ready market even in Chicago and New York.

Smith college stands first in the number of its incidental occupations. Two or three girls each year form a dancing class. The fee for each learner is small, but the large number who join makes the venture profitable to the teachers. One industry is the making of gymnasium suits during the first six weeks of the year. The girl who secures the contract to fit out the three or four hundred freshmen with suits will earn perhaps \$300, but she must lead a dog's life for a month and a half to do it.

Certain industries at Smith follow the seasons of the year. The approach of Christmas is announced by the tempting articles on the bulletin boards of the little salesroom in the gymnasium. Soon after the first of February the bulletin board is filled with sample valentines. Spring is the time for shirt-waist makers. The student who can produce a well-fitting waist of the latest pattern is sure of custom enough to keep her as busy as she pleases, since there are always maidens who put their trust, in vain, in the leisure of dressmakers.

The college population at Vassar is only half as large as that of Smith, but the position of the college, at a distance from the town, affords the Vassar girl a set of occupations of which her Smith sister can make no use. Sometimes she turns messenger girl and does errands on commission. She acts as agent for some popular manufacturer of candy. She sells lace collars, ribbons, and other feminine trifles. Renting bicycles is another profitable occupation.

The ideal way of helping students, the writer suggests, is to allow them to do work enough to keep their independence and self-respect, but not so much that it will interfere with their studies. Scholarships, loans without interest, and gifts which make the recipients debtors to their own college, seem the best way of lightening the rigors of self-support.

Women and Law.

Dr. Harris believes that women should study. Why he is of this opinion he tells in the July number of the *Ohio Educational Monthly* (which by the by is a beautiful fiftieth anniversary commemorative number.) The lawyer of the present day, he says, finds the most lucrative field to be that of counsel or expert in some special province of jurisprudence. Business men placed at the head of great interests advise constantly with their lawyers, and the growth of business combinations creates a demand for a large number of experts in law.

Here is woman's opportunity, Dr. Harris continues. She will not be so much required in criminal cases as in civil cases; not so much in actual control of cases in the courts, as in the office giving professional advice in advance which will prevent law suits. This is a much more noble view of the profession of law. The lawyer of the future is to find his chief function in preventing law suits.

What a multitude of business managers there are in this country, each of whom handling the interest of vast trusts, defending each the property of his own corporation, is able to make his action legally safe only by constant recourse to skilled legal advice. When we hear a great business manager sneering at higher education because he himself has become the head of a great business, and this, too, without a higher education or even a secondary education, it provokes the retort that it is thru and by means of higher education that he is able to adopt measures of action and policies of management that are safe from legal attacks. Nearly all of the great indus-

tries require the services of experts who have been trained, and who can be trained, only in institutions of higher education.

There is another phase of this subject in this epoch of the diversification of employment for woman. The natural characteristic of the feminine temperament is not favorable to the legal consideration of a subject. Sentiment and impulse predominate rather than a cold investigation of the forms of justice which protect society as a whole. An interest in legal studies is less likely to be a feminine than a masculine trait. By all means therefore one would say that the study of law is desirable on the part of many women. It will add an element of strength to the mind of woman to acquire the judicial way of looking at human deeds and actions, —to acquire what is called a "legal mind." And it will not be at the expense of the high traits of character which are recognized as feminine.

Women Deans of Women's Colleges.

Personality counts for a great deal. Miss Jane A. Stewart's sketch of the deans of our women's colleges in the *Chautauquan* for August is of general interest, since it reveals a little of the personal side of the women who have so many of our promising young women under their guidance.

Her remarkable intellectuality and her notable ancestry, says the writer, give Miss Agnes Irwin, dean of Radcliffe, unusual prestige. Her father, Hon. William Wallace Irwin, was appointed minister to Denmark by President Polk, where the family removed when Miss Irwin was a year old. Her mother was a member of the noted Bache family, direct descendants of Benjamin Franklin. The influence of her association during her youth in Washington with men and women of affairs has not only contributed to a wide culture, but has had a broader influence on her work as an educator.

Miss Irwin's teaching career began in a New York private school in 1862. Seven years later she became principal of a private school in Philadelphia, leaving there for her present position in 1894. Her thoro scholarship, keen mentality, and deep spiritual nature make her peculiarly fitted to set the educational standard at Radcliffe.

At Northwestern.

Northwestern has had no dean of greater scholarship than Mrs. Martha Foote Crow, Ph.D., who has a reputation as a Shakespearean scholar which is international. Ever since her graduation from Syracuse university in 1876 Dr. Crow has been a very busy woman as teacher, writer, and lecturer. She was woman principal in Iowa college, and was assistant professor of English literature at the University of Chicago before accepting the deanship of Northwestern in 1900. Mrs. Crow's specialty as a scholar lies in the Shakespearean period in which she is recognized as an authority. On commission from the bureau of education at Washington some years ago, she made investigations into the university education of women in Europe.

Dean of Oxford College.

Dean Mary Alma Sawyer, of the Western College for Women, Oxford, Ohio, was born in Windsor county, Vt., and grew up in the wholesome atmosphere of a New England village. Her record at Mt. Holyoke college was a brilliant one. After her graduation, in 1879, she taught at Northampton, Mass., and at Demill college, Ontario, before her association with Western college, where she became instructor in chemistry. She was made dean in 1895, and it is in this position that her powers are seen to the best advantage. She has, to a marked degree, the ability to influence and inspire those with whom she comes in contact. She is a woman of broad culture, having taken graduate courses in the leading universities. She has traveled extensively in Europe and America.

Wellesley's Recent Selection.

Miss Ellen Pendleton will begin her work as dean of Wellesley next month. She has been secretary of the college, from which she was graduated in 1886. She became instructor in mathematics at her *alma mater* in 1888, and has been a member of the faculty ever since.

Dr. Luce.

Dr. Alice H. Luce, also a Wellesley graduate, has been recently appointed dean of the woman's department at Oberlin. After completing her college course she taught in various high schools, including eight years of work in the Girls' Latin high at Boston. She received her Ph.D. degree from Heidelberg in 1896, *magna cum laude*. Dr. Luce is possessed of teaching powers of high quality and has succeeded in an unusual way in commanding the respect and admiration of her students, by whom she is greatly beloved.

Other Women Deans.

For the first time a woman is now dean of Pembroke, the woman's department of Brown university. Miss Annie Crosby Emery is a native of Auburn, Me. She is the daughter of Hon. L. A. Emery, a justice of the state supreme court. Her record as a student is a remarkable one, for she has won successively every honor in gift of Bryn Mawr, bachelor of arts, doctor of philosophy, European fellow, secretary to the president, and president of self-government, during the first year of its existence.

Dr. Margaret Hoy Washburn, dean of Sage college, is a graduate of Vassar, and a woman of great learning and literary ability. For six years she was professor of psychology and ethics at Wells, and during that time published many original articles on various phases of her special topic.

One of the best known of the women deans is Miss Marion Talbot, of Chicago university. In the work of sanitary science she is an expert. She is a woman of splendid organizing powers. Clear brain and originality find vent in the great institution where she has full authority with regard to the interests of the women students.

Miss Margaret Evans, of Carleton college, Northfield, Minn., is the pioneer woman dean. Miss Evans is not only well known for her work as an educator, but for her interest in foreign missions and women's clubs.

Miss Laura D. Gill, recently appointed dean of Barnard college, is a graduate of Smith. She studied also at Leipsic, Geneva, and the Sorbonne.

Choice of a Girls' Boarding School.

The type of boarding school to be chosen for a young girl depends upon a number of things, says Mary Bronson Hartt in the *Congregationalist* for August 3. A large school where the atmosphere is institutional rather than homelike may blight personality. On the other hand the large institution is often better capitalized and more liberally managed than the small one. A boarding school pure and simple implies the country, which for city-bred girls may be desirable. But the girl from a small town wants the awakening and culturing influences of a large city. If education is the prime desideratum one can scarcely do better than to select a day school of high standing, a school on the accredited lists of the colleges, which provides for a few pupils in the family of the principal. A day school is under the eye of its patrons in a way in which the boarding school is not, and if it is heartily sustained by the community it is probably trustworthy.

Society school or educational institution? One or the other of these characteristics, suggests the writer, predominates in almost every school, since with limited means a principal is forced to choose between education and Mammon.

Whether or not a college preparatory school should be the choice depends upon whether the girl is to go to college. If not, then a strictly college preparatory

school is the last place for her, since in such a school nothing which does not contribute directly to such preparation is admitted to the curriculum—no literature, little history, and no history of art. The prospective college student will have this later on, but the girl who contents herself with a preparatory diploma must have it here or nowhere.

After the type has been selected the school must still be found. Little can be obtained from catalogs, which are too frequently designed to give the smallest amount of information with the largest amount of spread. Nor does high price mean anything—\$1,000 may be paid for mismanagement and discomfort, while \$600 somewhere else will bring superlative advantages.

The only safe way is to select some school and then visit it. Find out whether the principal is a lady, a scholar, and a true woman. Ascertain whether she really has any close association with the home life of the school, or whether she delegates to underlings the most important part of her work.

What about the faculty? Is it made up of one or two high salaried celebrities and a residue of underpaid and overworked mediocrity? Does one woman teach science, elocution, and art? And does she, out of school hours, chaperon a score of restive "boarders"? If so, half-hearted work in the school-room and an uncertain temper out of it.

Investigate the apparatus, library, and general equipment. Many high-priced boarding schools are without laboratories, physical apparatus, and the books, maps, and pictures considered essential to the outfit even of a primary day school with pretensions to modernness. A school under private management is peculiarly liable to suffer from an ungenerous policy at the helm. If the principal is before everything else a teacher, she will not be able to resist providing liberal equipment, even tho every dollar comes out of her pocket. But if she is a society woman trying to retrieve financial reverses, she will be likely to run the school for revenue only.

Is the discipline of the semi-military, repressive sort? That sort of thing may be good for boys, but it brings out all that is secretive and tricky in girl nature. Does each fall see a new set of pupils? Teachers who have to deal with an endless procession of girls come to feel that they are helpless to influence their transient pupils, and they may as well resign any responsibility, except to keep order.

Does the school certificate for college, or has it successfully prepared pupils for college entrance examinations? Such tests constitute a sort of guarantee of high standards.

English Pronunciation.

They say immejitly, injin (for engine) militry, figger and figgers, clark (for clerk), paytent, naytional—and so on thru a long list. The peculiarities of their mode of pronouncing their own names of families, places and things are not open to criticism, because if they may not do as they please with their own it is hard, indeed. They pronounce Berkeley barclay, Cowper is cooper, Cadogan is kerduggan, Ralph is rafe in some shires, Craven is sometimes crawveen, Derby is darby, Leveson-Gower becomes loosun-gore, Hertford is Hartford, and Albany is spoken so that the first syllable shall rhyme with shall, instead of with hall, as with us. I hesitate to say that Cholmondeley is called Chumly, and that Beauchamp is beecham, as every one knows these eccentricities, yet they are the most remarkable of all the liberties the English take with their language. You must say Balmo-ral and Trafal-gar, and you must chop the following names very short: Lud-get, Ho-b'n, South-uk and Merrybun whenever you wish to say Ludgate, Holborn, Southwark and Marylebone. I have heard the prince call his own house Mober House, tho we call it Marlborough House.—JULIAN RALPH, in *Harper's Magazine*.

The Educational Outlook.

Affairs in the Philippines.

MANILA, P. I.—Supt. F. W. Atkinson's annual report, covering the time from the enactment of the school law to the close of the last fiscal year, June 30, 1901, has been issued.

The appointment from the United States of 1,000 school teachers was authorized by the law. Of these Mr. Atkinson states that 781 have already been appointed, either absolutely or provisionally. For these places more than 8,000 applications were filed, showing that there is no lack of talent to enter this field. From among the soldiers resident in the Philippines 487 filed applications for examinations; of these seventy-nine passed satisfactorily and were immediately assigned schools.

The first step in organizing the educational system was to divide the archipelago into eighteen divisions, each in charge of a division superintendent. Speaking of general conditions Mr. Atkinson says:

"The greatest present need is that of adequate and suitable schools buildings. The education of girls has not been thought so important as that of boys. Wherever a school for boys is established it will be the policy to establish one for girls, either in a building near the boys' or under the same roof as the boys' school; but completely separate, with its own entrances and playground."

The native teachers of Manila are already very eager to learn the English language and to conduct all their classes in it, according to Dr. Barrows, city superintendent at Manila. In December last the plan was adopted of having the teachers of English devote at least the last half hour of the forenoon to the instruction of the Filipino teachers and at the same time announcement was made that in the near future Spanish will be abandoned as a medium of instruction. The innovation has encountered no opposition whatever, but has been heartily welcomed.

The question of religious instruction has also been settled without friction.

Progress in Porto Rico.

SAN JUAN, PORTO RICO.—There are in process of construction, twenty-one rural agricultural schools, five two-room graded schools, eight four-room brick graded schools, one six-room brick graded school, two eight-room brick graded schools, and one twelve-room brick graded school. All these are erecting under the appropriation of \$200,000 recently allotted to the department of education. Most of them will be ready for occupancy on September 30, the date of school opening.

Twenty-five boys have been selected by the committee composed of Acting Gov. Hunt, Supt. M. G. Brumbaugh, and Mr. Manuel Rossy, to attend schools in the United States as provided in house bill No 35. This bill makes provision for a competitive examination of boys from all sections of the island, the winners to receive an annual allowance of \$400 each for their support in the United States.

Loving Cup for Dr. Shepard.

WINONA, MINN.—The alumni of the Winona normal school recently got together and contrived a surprise for Pres. Irwin Shepard, in the shape of a massive and very beautiful loving cup. The cup is of sterling silver, standing about ten inches high, with three fine staghorn handles. On the front is engraved:

"Presented to Irwin Shepard by Members of the Alumni of the State Normal School at Winona, Minn."

Inside was a card inscribed simply, "From Many of the Alumni."

The remembrance was quite unexpected and naturally has pleased Dr. Shepard greatly. During the nineteen years of his connection with the Winona normal school beginning in 1879 and ending in 1898, more than 1,200 graduates passed from his influence, and in the subsequent life and work of all of these he has constantly shown the keenest interest.

For Better School System.

RICHMOND, VA.—The educational conference which was held recently in this city to consider the matter of an improved state school system adopted some important resolutions. It was a representative body and the deliberations ought to have great weight. Among those taking part were—Hon. J. W. Southall, superintendent of public instruction; Dr. Robert Fraser, principal of the State female normal school; Dr. Lyon G. Tyler, president of the College of William and Mary; Dr. H. B. Frissell, principal of the Hampton institute; Capt. C. E. Vawter, superintendent of the Miller school; Supt. E. C. Glass, of Lynchburg; Supt. D. L. Pulliam, Manchester; Supt. L. M. Shumate, Loudoun; Supt. John T. West, Norfolk county; Supt. W. A. Blankingship, Chesterfield; John A. McGilvray and Frank P. Brent, of the department of public instruction.

Opinions Divided on Commercial Course.

UTICA, N. Y.—The question of adding a commercial course to the free academy curriculum came up in school board meeting, August 13, and provoked so much discussion that a special meeting will have to be called to settle the matter. A report was offered by Mr. De Angelis, of the committee on textbooks and course of study resolving that the following subjects be added to the options in the English course of the academy: Three years of bookkeeping and office practice; three years of stenography and typewriting; one year of commercial law, commercial geography and business practice; one half year of business English. None of these studies could be started before the beginning of the pupils' second year. They were to be, in accordance with Supt. Griffith's idea, electives on the same footing with several other elective studies.

Several members of the board expressed themselves as opposed to the introduction of such special studies as stenography and type-writing. One member asserted that it would be equally proper to teach plastering and plumbing; the only real excuse for the admission of a subject was its educational utility.

Dr. Griffith and several who favored the recommendations put forth in the report supported the resolution strenuously. It was finally agreed to postpone decision until the special meeting.

The Truancy Problem in Erie.

The biennial report of the schools of Erie, Pa., for 1899-1900 and 1900-1901, contains some very interesting matter from the pen of Supt. H. B. Missimer. So good it is that a few quotations will be readable.

Mr. Missimer has been speaking of the evil of truancy in the schools. He recognizes two classes of truants in his schools. There are those who play hookey occasionally, their offences for the most part being condoned by parents who write for them excuses to the effect that "Johnny went chestnutting," or "Sam was at the dog show." These truants are not especially difficult to handle.

"But there is another class of truants of a very different order. These are children who are truants by inherited instinct. They are the offspring of parents who give themselves but little concern with regard to their children, who shirk all responsibility for their upbringing, save to let them live in want, filth, ignorance, disease, and crime. Lazy, profligate, shiftless, intemperate, imbecile, and filthy themselves, they bear children of like instincts. Such children in school are lawless because they know no law at home. They are truants whom no law can catch or keep in school; and when they are in school they are incorrigibles who are a constant threat to the welfare of the school. These boys out of school will soon appear on the criminal records of the city as juvenile arrests. Later on they constitute the inmates of jails, houses of correction, and almshouses, whom the community must support whether it will or no."

In a city of 50,000 inhabitants, Mr. Missimer goes on to say, a great many of these habitual truants will be found. The regular schools can do nothing with them, nor should it be expected that they will attempt it. They should be cared for by the state in a special school. It would be far cheaper in the end for the state to assume the charge of such children and make them good citizens than to pay, later on, ten times more for their maintenance in jails and almshouses.

TEACHERS AND THE PUBLIC.

"The average citizen," says Mr. Missimer, "pays about as much attention to the schools as he does to persons in the coast survey. Once a year he votes for a candidate for the school board whom he probably never heard of before and whom he could not name after he has walked a block from the polls. All responsibility for the conduct of the child, its manners, its moral training, even the getting of its daily lessons is thrown upon the teacher. She is expected to control inherited tendencies of disposition and temperament and to counteract the associations of home and street. And yet if she insists that a child shall comply strictly with the law of the school; shall not be tardy; shall get his lessons; shall be neat and orderly—then she is likely to get such notes as the following written by Erie "ladies:"

"Miss G—, I think that John is not the only one if he is dirty, there are others dirtier than him; and if he is not clean enough for you you can buy him new clothes. And don't have to much to say, your not the owner of the school, and we are paying taxes for it,

Yours truly,
Mrs. F—.

"Miss C—, Please be so kind and excuse Ann and John for being absent; you said he couldn't come any more; and the reason John walked out, I told him to be home early, he had to go on some arrons for me. If I ever hear any more complains why I am going to see the Superintendent, it is no wonder they don't want to go to school you are always picking on them, and the reason I didn't send Anna she didn't like to go all alone, and the wheather was too bad.

And oblige,
Mrs. E—.

Work of the Marthas Vineyard Institute.

The twenty-fourth annual summer session of this well-known and popular institution was very successful. Teachers were in attendance from more than thirty states. Most of the classes drew well. Several of them deserve some special mention:

1. The Stern school of languages met with great appreciation. The classes were very large, particularly those in French and German. All the students appeared to be very enthusiastic over the teachers and the methods.
2. The classes in elocution and oratory had great vogue. For fifteen years the Emerson college of oratory, Boston, has held its summer session with the institute. The instruction was broad and thoro.
3. Equal enthusiasm was manifested for the classes in nature study. The popularity of this work grows from year to year.

Mention should also be made of the successful work in English literature, mathematics, history, drawing, painting, manual training, and physical training.

Dr. James M. Greenwood, superintendent at Kansas City, delighted large classes with his twenty practical common-sense lectures on psychology and pedagogy.

In point of numbers all the summer schools appear to have suffered somewhat this past year, doubtless on account of superior attractions at Buffalo. The Martha's Vineyard school stood up well, however, and showed almost as good an attendance as last year. The management is making every effort to offer attractions next summer that will eclipse anything in previous history.

In Favor of Dominion Bureau.

OTTAWA, P. O.—Dr. J. M. Harper, of Quebec, inspector of superior schools, made a strong plea before the meeting of the Canadian educational association for a Dominion education bureau. He stated that it is startling but none the less true that Canada is the only civilized nation, or quasi-nation, in the world which cannot tell in co-ordinated detail the story of its annual educational movements.

"The world," as one of the educational journals has pertinently put it, "can learn nothing of our educational status, as a consolidated community from anything which the central government can tell."

The example of the bureau of education at Washington was quoted with especial approval, and it was shown that no interference with the educational policy of any state is implied in the existence of a national bureau.

In summing up the advantages of a Dominion bureau Dr. Harper made the following points:

1. Such a bureau would prove a means of improving, vitalizing, and co-ordinating the various school systems of Canada.
2. It would have the definite function of collecting all documents referring to educational developments in any part of the Dominion.
3. It would supervise the issuing of an annual report containing a comparative statement of the school statistics of the various provinces, and referring to the prominent educational movements in the various sections of the country.
4. Every annual report should contain a well prepared compend of great movements in other countries with suggestions as to adaptations that can be made in Canada.
5. Such a department could issue bulletins of general public interest, designed to instruct the electorate in matters of the organization and grading of schools, the functions of various school officials, the building of school-houses, etc.
6. Suggestions could emanate from this department regarding educational processes to be adopted to secure the higher industrial effects in science and art, without which there can be no full advancement or permanency in the manufacturing industries of a country.

A committee has been appointed to look into the desirability of establishing such a bureau.

New York State Teachers' Institute.

State Supt. Charles R. Skinner has issued the following schedule of teachers' institutes to be held this fall:

Sept. 9.—Albany county, three districts, at Berne, Conductor Charles A. Shaver, of Watertown; drawing instructor, Miss Gratia L. Rice, of Buffalo; English instructor, Miss Sarah A. Collier, of Oneonta.

Sept. 23.—Saratoga county, first district, at Mechanicsville Conductor Irving B. Smith, of Warsaw; English instructor, Miss Mae E. Schreiber, of Albany. Saratoga county, second district, at Corinth, Conductor Shaver; English instructor, Miss Schreiber.

Oct. 21.—Rensselaer county, second district, at West Sand Lake, Conductor Philip M. Hull, of Clinton; drawing instructor, Miss Rice.

Nov. 11.—Columbia county, first district, at Philmont, Conductor Henry R. Sanford, of Penn Yan; drawing instructor, Miss Rice; English instructor, Miss Collier. Schoharie coun-

ty, second district, at Cobleskill, Conductor Shaver; drawing instructor, Miss Rice; English instructor, Miss Collier. Schoharie county, first district, at Schoharie, Conductor Smith; drawing instructor, Miss Rice; English instructor, Miss Collier.

Nov. 18.—Rensselaer county, first district, place to be announced, Conductor Sanford; English instructor, Miss Schreiber. Washington county, first district, at Fort Edward, Conductor Shaver; drawing instructor, Miss Rice; English instructor, Miss Collier. Washington county, second district, at Whitehall, Conductor Sherman Williams, of Glens Falls; drawing instructor, Miss Rice; English instructor, Miss Schreiber.

Dec. 16.—Montgomery county, at Fort Plain, Conductor Williams; English instructor, Miss Schreiber.

New Director for Tome Institute.

PORT DEPOSIT, MD.—Dr. Abram W. Harris, president of the University of Maine, has been called to the directorship of the Jacob Tome institute. He will assume work early in September.

Dr. Harris is a native of Philadelphia, a graduate of Wesleyan university. For some time he was a director of experiment stations of the United States department of agriculture. That position he resigned to become president of the University of Maine. He is a prominent layman member of the Methodist church.

The Jacob Tome institute, as readers of THE SCHOOL JOURNAL will remember, was founded several years ago by bequest of the late Jacob Tome, of Baltimore, amounting to several millions. It occupies a beautiful site on the heights above Port Deposit, overlooking the Susquehanna. A number of new buildings are in process of erection.

New England Notes.

CAMBRIDGE, MASS.—Messrs. Frederick B. Scotton and William E. Stark, teachers in the Rindge manual training school, have resigned their positions. Mr. Scotton is going to California to teach the children of the late Frederick H. Rindge, to whose generosity the school owes its existence; and Mr. Stark becomes the principal of a private school at Colorado Springs.

SALEM, MASS.—The district committee has voted to recommend to the board the appointment of Mr. Evarts as principal of the Bentley school. The position became vacant thru the resignation of Miss Hannah Choate, who has been a teacher in the city since 1857 and principal since 1873. Mr. Evarts has been the principal of a grammar school at Braintree.

SALISBURY, MASS.—A new district has been formed by the union of Salisbury, Newbury, and Marblehead, and Mr. John B. Gifford has been chosen superintendent of schools at a salary of \$2,000. He will give three days of each week to the schools of Marblehead, and will divide the remainder of the time between the other towns.

NORTHBORO, MASS.—Mr. Clarence L. Judkins has been appointed to the principalship of the high school. Last year he was principal of the West Boylston high school.

SOMERVILLE, MASS.—Mr. Henry F. Sears, for the past two years a teacher in the Salem high school, has been elected sub-master in the English high here.

EAST CORINTH, ME.—A new building is being erected for the East Corinth academy and among the contributions towards its cost are a check for \$100 from Mr. Levi Stewart, of Minneapolis, Minn., and a bell from the widow of Mr. Frank Smith, of Dallas, Texas. Mr. John P. Webber, of Brookline, Mass., has notified the trustees that he will give \$5,000 towards its endowment.

HOULTON, ME.—Mr. Justin O. Wellman, of the Bangor high school, has been elected principal of the Ricker Classical institute, to succeed Mr. A. M. Thomas. Mr. Thomas has closed fifteen years of service, and upon his retirement he received a gold watch as a token of the regard felt for him by the alumni and other friends of the institute.

MACHIAS, ME.—Miss Maude Vickery, a graduate of Washington academy and of Bates college, class of 1897, has been elected assistant in the high school. Since her graduation she has taught in the Calais high school and in Washington academy.

KEENE, N. H.—Mr. Percy S. Drayton, for the past two years a teacher in Nichols academy at Dudley, Mass., has been engaged as a teacher in this city for the coming year.

BRISTOL, CONN.—Miss Maye Wilcoxson has been elected assistant in the high school here. She has been assistant principal of the Shelton high school.

New York City and Neighborhood.

The busts of George Washington, about 175 in number, which Mr. Frank Tilford is intending to present to the schools of the city, will be placed early in September. The project is to have the bust in each school unveiled on the same day with appropriate ceremonies. Prominent public men and well known educators will be asked to deliver the addresses at the ceremony of unveiling the busts.

The seventeenth scholastic year of the National Conservatory of Music of America, begins September 3 and ends May 1. It is located at 128 East Seventeenth street, and is under the direction of Mrs. Jeannette M. Thurber. Entrance examinations will be held September 17-19.

NEWARK, N. J.—Prin. Lewis W. Thurber, of the Lafayette school, has resigned his position on account of ill health. He has been teaching for thirty-seven years and was at one time superintendent of Morris county schools.

It has been stated, and not denied, that the gentleman who recently gave \$100,000 to Columbia university, for the establishment of a chair of Chinese language and literature, is Gen. Horace W. Carpentier, of 108 East Thirty-seventh street. Gen. Carpentier, who is a wealthy business man, formerly of California, is known to be a warm admirer of the Chinese.

Facts About Columbia Summer Students.

The statistical summary of the students who attended the summer session of Columbia university are not without interest. The total attendance was 579. Of these 153 were men, 426 women. College graduates number 152; graduates of professional schools including those for teachers, 216. Only eleven per cent. had had no previous secondary or higher training. Two hundred and eighty-eight, or nearly fifty per cent., of those who are teachers by profession are enrolled in elementary school positions. Eighty-five teach in secondary institutions, nineteen in colleges or universities, twenty-three in normal schools. Only two superintendents were registered. The students who are not engaged in teaching numbered 100, less than 19 per cent. of the whole school.

The school naturally drew its students mainly from the metropolitan district. From the North Atlantic states 485, or eighty-four per cent. of all the students, were enrolled. Seventeen of these came from New England; fifty from "up the state"; 397 from the greater New York. New Jersey contributed fifty-four as its quota, while Pennsylvania sent seventeen.

Twenty-nine students came from the South Atlantic division; twenty from the South Central; thirty-four from the North Central, eight from the Western, one each from Canada, Scotland, and Cuba.

Chicago News Items.

Pres. William R. Harper, of the University of Chicago, has been decorated with the Cross of the Legion of Honor by the French government. The same honor has been bestowed upon Messrs. Cyrus McCormick, James Deering, Ferdinand W. Peck, and Mrs. Potter Palmer, so that there are said to be more of these crosses in Chicago than in any other American city.

A Bad Text-Book Muddle.

When the Chicago schools open, September 4, a majority of the 140,000 children in the first four grades will be without text-books. This situation has grown out of the failure of the board of education to meet August 21, and provide for carrying out its new regulations regarding free text-books for the lower grades. There are very few books to be had from local

booksellers, because, knowing that free books are to be introduced, they have laid in no stock. Some talk has been heard of an injunction suit. In any event the children will probably not get their books for at least a fortnight after school opens.

Supt. Cooley Planning a Commercial Course.

The plans and courses of study for the new commercial high school are now being formulated by Supt. Cooley. In his trip to Eastern cities last spring Mr. Cooley gathered a great many impressions and data which he is now bringing into shape. The course of study will be very broad with a view to equipping the students for success in the business world without making a mere calculating machine of him.

New Head for Northwestern.

Pres. James Whitford Bashford, of the Ohio Wesleyan university has been called to the presidency of Northwestern university. He is still considering the offer. If he accepts, he will be formally chosen at the annual September meeting of the board of trustees. Friends of the university believe that Dr. Bashford is the man who can bring harmony among the factions that have so long produced disruption at Northwestern.

President Bashford is a graduate of the University of Wisconsin, class of '69, and of the theological school of Boston university. He held various pastorates in New England until 1889, when he was called to Ohio Wesleyan. There he has had marked success as an educator.

Governmental Policy Arraigned.

ASHFIELD, MASS.—The annual dinner of the alumni of Sanderson academy, was held August 23. The principal speaker was Prof. Charles Eliot Norton, of Harvard university, the subject of whose address was "National Wrongdoing." Professor Norton asserted that as a people we are drunk with prosperity; that we are morally so deaf we do not hear the reproaches of men to whom we have broken our promise of independence, and the bitter upbraidings of those who had supposed from our teachings that liberty is worth dying for.

"For three years past," said the orator, "we have been acting as if we were no longer Americans. We have been Europeanizing ourselves. We have been recreant to America, and our recreancy has cost us dear in treasure, in honor, and in blood."

"It is time to retrace our backward steps, to renew our faith in American principles and ideals, and our allegiance to them; to redeem our broken promises; to stop our wicked fighting, and to turn from the darkness of the Old World to the hope of the New."

WATERSIDE, CONN.—Prin Frank H. Baldwin, of the public school at this place, died August 12, aged forty-nine years.

The past, present, and future of Hood's Sarsaparilla are: It has cured, it is curing, it will cure.

THE SCHOOL JOURNAL

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Notes from Everywhere.

ATHENS, O.—The trustees of Ohio university have unanimously elected Dr. Alston Ellis, president of the university for a term of three years at an annual salary of \$3,500.

The Oklahoma normal school at Edmond has for its new head Prof. F. H. Umholtz, well known in Pennsylvania and Ohio. He is a graduate of a Pennsylvania state normal and of Mount Union college, Ohio. Having an excellent record, as a school man and as a scholar he should be a tower of strengths to the Oklahoma school.

BUFFALO, N. Y.—More than 300 members of the Congress of Indian Educators were present at the convention July 15. Good addresses were made by Mayor Dielk, Dr. Ida C. Bender, Supt. H. B. Pearis, of Haskell institute; Col. R. H. Pratt, of Carlisle Indian school; and Miss Estelle Reel, superintendent of Indian schools.

BALTIMORE, MD.—A movement has been started to establish in Maryland, an institution for colored people along the lines of the Tuskegee institute. Rev. Dr. Ernest Lyon, of this city is father of the plan and reports that papers of incorporation have been taken out and a favorable site purchased at Laurel on the Patuxent river.

COLUMBUS, O.—Former Prin. Abram Brown, of the high school, who was dropped two years ago, has been again placed on the eligible list of high school teachers and a movement for his re-instatement is predicted.

OMAHA, NEB.—About fifty patrons of the Twentieth avenue school have signed a petition requesting that the supervisor of the school grounds and buildings, Mr. T. A. Brewick, be enjoined from using the school grounds as pasture for his cows.

DETROIT, MICH.—Miss Elizabeth McDonald, for the past three years teacher in the Vernier district, Grosse Pointe, died August 5. She was twenty-four years of age.

GLOUCESTER CITY, N. J.—The school board has re-elected Miss Priscilla H. Redfield, who has already taught for fifty-three years without a certificate. She is seventy-four years old and beloved to such an extent that when it was known she was likely to lose her place under the Stokes law half the inhabitants of the town went personally to the school board and threatened to upset the whole machinery of government if Miss Redfield should be turned down. The school board elected her.

HOMESTEAD, PA.—The contract for the new manual training school has been awarded by the donor, Mr. Charles M. Schwab, to William Miller & Sons, Pittsburgh. The architect is F. J. Osterling. Mr. Schwab had intended to spend about \$50,000 upon the school, but, happening to intimate to the architect that it would not be absolutely necessary to keep within the limit, he finds himself confronted with a building which will cost in the neighborhood of \$80,000. As the building is a good one, Mr. Schwab stands ready to foot the bills.

PORTLAND, ORE.—A splendidly equipped Roman Catholic institution, to be known as Columbia university, will be started in this city about September 1. Archbishop Christie announces that, while it will be intended primarily as a Catholic school, it will be conducted on very broad lines and will be open to all students irrespective of creed.

BUFFALO, N. Y.—The vacation schools ended their session August 10, with an excursion to Fort Erie. Mr. F. W. Fisher, the supervisor, states that remarkable progress has been made by the pupils. He pays a very high compliment to the Polish scholars, who have led all the others in willingness and quickness.

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SAN FRANCISCO, CAL.—A resolution has been adopted appropriating \$12,000 for a children's playground and open air gymnasium south of Market street.

LOUISVILLE, KY.—Dr. H. C. Peterson, a graduate of the University of Leipsic, has been selected to take charge of the department of English at the manual training high school.

FREDONIA, N. Y.—The work of removing the debris of the old normal school, which was burned last winter, has begun and the corner stone of the new building has been laid by State Architect G. L. Herns.

TROY, N. Y.—Miss Mary Alice Knox, principal of the Emma Willard school, has resigned. Her connection with the school will not be formally severed until June 1, 1902, but she will not actively supervise next winter. Beginning with September, 1902, she will be in charge of a private preparatory school, now in process of erection at Yonkers, N. Y. Miss Knox has done a great work in Troy and her absence will be keenly felt.

SOUTH BETHLEHEM, PA.—Mr. Charles M. Klein, the oldest school teacher in the county, died August 13. He was seventy-five years of age and had been a teacher for more than half a century. He was an expert mathematician and author of several text-books.

LEWISBURG, PA.—M. Christian Van Gundy, formerly superintendent of Union county public schools and more recently in charge of a private preparatory school, died August 13, aged sixty-eight. One of his five children is Prin. Van Gundy, of Morristown, Pa. A daughter is a teacher in New York city.

MOBILE, ALA.—The constitutional convention decided, August 17, after a debate of several hours, not to adopt a proposition that local school funds be divided between the races in proportion to the taxes paid by each race.

COLUMBUS, MISS.—The success of the Industrial institute and college at this place seems to be assured. Pres. Kincannon has already received more than 600 applications for admission at the opening, September 25.

DAVENPORT, IA.—Mr. R. P. Redfield, of the high school faculty, was elected to the position of principal of school No. 10. Ernst Otto has been elected supervisor of music.

OMAHA, NEB.—The members of the board of education having been given the alternative of appearing as witnesses before the city council or going to jail, chose the latter. Warrants for their arrest have been issued. The trouble rose from charges made in the school board that there is corruption in the council. An investigation was ordered, and the school board unanimously agreed not to give testimony.

GALESBURG, ILL.—Dr. A. C. Langdon, of the University of Wisconsin, has been called to the chair of physics in Knox college.

COVINGTON, ALA.—Capt. J. P. Williams, of Savannah, Ga., has given to Emory college, located at this place, \$15,000 for a new building for the department of science.

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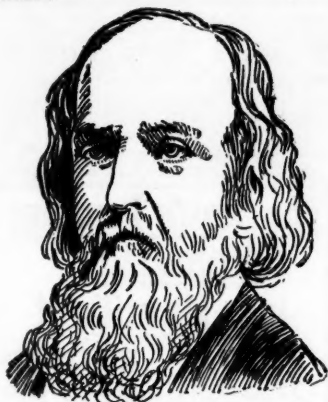
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Literary Notes.

Men rather than events are the present desideratum in history study. This tendency undoubtedly accounts for the success of the Riverside Biographical Series. The additions to the series for the month of September, 1901, are *Alexander Hamilton*, by Charles A. Conant, a well-known student and writer on finance and economic problems, and the author of *The United States in the Orient*, recently published by Houghton, Mifflin & Co.; and *Washington Irving*, by Henry W. Boynton, A. M., teacher of English at Phillips academy, Andover, Mass., and editor of No. 147 of the Riverside Literature Series, *Pope's Rape of the Lock, an Essay on Man*, and *Epistle to Dr. Arbuthnot*. Other volumes announced for early issue are *Paul Jones*, *Columbus*, and *George Rogers Clark*.

A new nature book in the Century Company's list for immediate publication is *Wild Life Near Home*, by Dallas Lore Sharp, of Boston university. The author has confined himself to what he can see within a day's walk of his doorstep in a Boston suburb. The book is sympathetically illustrated by Bruce Horsfall and many of the pictures are in color.

Talks With Great Workers, illustrated with portraits of Schwab, Depew, Lipton, Russell Sage, and other great heroes, is the title of a new book by Orison Swett Marden, editor of *Success*. The book will be published in the fall by T. Y. Crowell & Company.

The *Woman's Home Companion* for September contains Clifton Johnson's story of his visit to "A School on the Irish Bog-Lands." It is illustrated with the author's artistic photographs. And, speaking of Johnson and his photography, there is a good article upon him and his methods in the *New England Magazine* for August.

Population of London.

The population of metropolitan London according to the census figures recently announced, is 4,536,034, as already reported. Figures for the suburban belt round the city proper, fairly to be credited as a part of the metropolis, now bring the grand total up to 6,578,748. The vastness of this population is best recognized when we remember that it is greater than that of any American state except New York; greater than that of any German state except Prussia; greater than that of Belgium, or Holland, or Portugal, or Sweden, or Norway, or Greece, or Denmark, or Switzerland.

The increase in the last ten years in this suburban belt has been no less than forty-five per cent, while for the entire metropolis it has been about seventeen per cent. The figures tell the whole story of the centralization from country to city and decentralization from congested city back to open suburbs which has been so active in the last decade. Scotland shows a population of 4,471,957, a gain of nearly eleven per cent. Ireland has lost over five per cent. of her people in the ten years, having now only 4,456,546: The decrease is less than in the decade just before, however.

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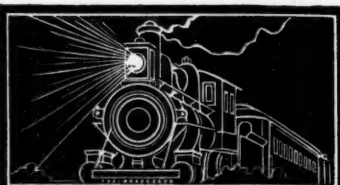
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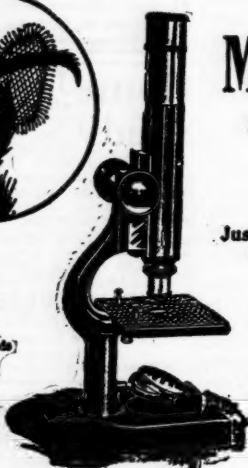
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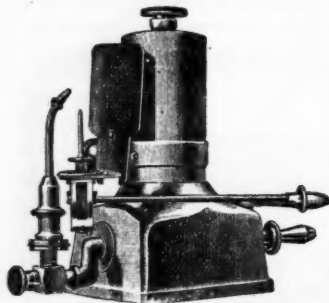
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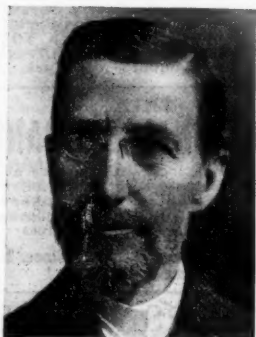
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